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STATE EDUCATION DEPARTMENT

VOL. 18 MAY 16, 1932 NO. 17

Flag Day, June 14th

TO COMMEMORATE THE ONE HUNDREDTH ANNIVERSARY
OF THE INAUGURATION OF GEORGE WASHINGTON
AS FIRST PRESIDENT OF THE UNITED STATES

The Flag at the Washington Centennial Memorial Arch in Washington Square, New York City

The Observance of Flag Day

Suggested Units of Instruction

EDWARD P. SMITH, ASSISTANT, EXAMINATIONS AND INSPECTIONS DIVISION

The general plan for the celebration in the schools of the 200th anniversary of the birth of George Washington includes the preparation and presentation of special anniversary programs on Washington's Birthday, February 22d; Inauguration Day, April 30th; Flag Day, June 14th; and Constitution Day, September 17th. The January 15th number of the Bulletin to the Schools presented suggested programs for Washington's Birthday. The March 1st number included activities for the observance of Inauguration Day. The following activities are suggested for the observance of Flag Day on June 14th.

Goals

1 To develop the meaning of our great national symbols—the United States flag and shield
2 To instil a feeling of respect and love for our country and the flag which represents it
3 To give adequate information on when, where and how to use and display the national colors
4 To teach the part played by Washington in the planning of the flag and what he did to make it the flag of a great country
5 To trace the growth and progress of our country by noting the cause of changes while we trace the history of our flag

Activities in Elementary Grades

Grade 1

1 Flag drills (The Bonnie Color Bearers; Fluttering Flags; Our Country's Flag or Under the Stars and Stripes—Published by the Eldridge Entertainment House)
2 Learning the first verse of "The Star Spangled Banner"
3 Coloring mimeographed flags following the design of the flag displayed in the front of the room

Grade 2

1 Dramatization of the visit of George Washington and the flag committee to the home of Betsy Ross. Show the construction of the flag by Mrs Ross in another scene. The limited ability of these children to gain information through reading should be compensated for by the teacher telling and reading the facts to the pupils. Picture study will be profitable. Correlations with reading, language and drawing can be easily planned.

Grade 3

1 Study of the history of our flag
  a To learn from references given by the teacher the meaning of the 13 original stripes and 13 stars in the first flag to be adopted as our national banner
  b To understand the changes in the flag to the present time
  c To understand the meaning of the present flag with 13 stripes and 48 stars
2 Preparing a story of the history of the flag to be told orally, dividing the task so that different portions of the class work on different sections of the story
3 Study and memorization of the poem, "A Song for Flag Day" by Wilbur D. Nesbit

Summarization of activities to occur on Flag Day, June 14, 1932, at a joint assembly of the first three grades

PROGRAM

1 Flag salute
2 Song — "The Star Spangled Banner"
3 Recitation — "A Song for Flag Day," by a third grade pupil
4 Flag drill by members of the first grade
5 The important steps in the history of our flag, told by third grade pupils
6 Dramatization of the ordering and the construction of the flag that was adopted as our national banner, by second grade pupils
7 Song — "America"

Activities in Intermediate Grades

Grade 4

1 Silent reading search activity to find the answers to such questions as the following:
  a Why are there 13 stripes in our flag?
  b Has our national flag always been composed of 13 stripes?

c How many stars are there in the blue field? Why?
d How many stars were there in our first national flag?
e When does the number of stars in the flag increase?

2 Planning and cutting the parts necessary for the making of a flag from red, white and blue cloth. Writing lines in verse or prose telling the meaning of each part.
3 Making a booklet containing the facts concerning the meaning of the parts of the flag.

Grade 5

1 Study of the events leading up to the writing of "The Star Spangled Banner" and a biography of Francis Scott Key
2 Study and memorization of the poem, "The Flag Goes By," by Henry Holcomb Bennett

Grade 6

1 Making a book composed of stories of events that have added to the glory of the flag.
Examples:
a The surrender of Cornwallis at Yorktown
b Perry's victory on Lake Erie
c The victory of the Union at Gettysburg
d Admiral Dewey's victory in Manila bay
e The American victory at Chateau Thierry
f The purchase of Louisiana
g The purchase of Alaska
2 Study and memorization of the poem, "Barbara Fritchie"

Summarization of activities for a Flag Day assembly program for the intermediate grades

PROGRAM

1 Flag salute
2 Essay — "Why We Celebrate June 14th as Flag Day," by a sixth grade pupil
3 Exercise — "The Meaning of Our Flag," by fifth grade pupils. The parts of the flag are pinned to a white cloth of the proper size and as each part is pinned on the child explains what part of the Union is thus symbolized.
4 Essay — "The Writing of The Star Spangled Banner," by a fifth grade pupil
5 Essays — "Events Which Have Added to the Glory of the Flag," by sixth grade pupils
6 Recitation — "Barbara Fritchie," by a sixth grade pupil
7 Recitation — "The Flag Goes By," by the fifth grade in unison
8 Song — "America"

Activities in Junior High School

Grade 7

1 Study of the changes in the flag from colonial days to the present
2 Preparation of a book with sketches, pictures and essays on such topics as the following:
a Colonial flags
b The planning and authorization by Congress of the national flag
c The part played by Washington in the planning of the first national flag
d The flag bill of 1818
e Changes in the flag from 1818 to 1932
f How and where the flag should be used

Grade 8

1 Study of the story, "A Man without a Country," by Edward Everett Hale
2 Preparation of a dramatization of "A Man without a Country"

Grade 9

1 Study and memorization of the selection, "Breathes there a man with soul so dead," by Sir Walter Scott
2 Making a book containing favorite poems and songs concerning the flag and the circumstances under which they were written

Summarization of activities in a Flag Day program for the junior high school

PROGRAM

1 Song — "Columbia, the Gem of the Ocean"
2 Selections from the books prepared by the seventh grade on the changes in our flag and the causes of these changes
3 Favorite flag poems recited by pupils of the ninth grade
4 Dramatization of the story, "A Man without a Country," by Edward Everett Hale, presented by pupils of the eighth grade
5 Song — "The Star Spangled Banner"

Activities in Senior High School

1 A group activity in which individual pupils search texts, encyclopedias and other sources for the facts and then combine the information in a socialized recitation on the following topics:

(*Concluded on page 276*)

Stars and Stripes in Washington's Coat of Arms

a What a good citizen of the United States should know about the flag

b How a good citizen of the United States should treat his flag

c What a good citizen of the United States should be willing to do for his flag

2 Making a collection of historic flags for inspection and display on Flag Day

3 Visiting a museum in the vicinity for a study of the flags on display there

4 Individual assignments for reports and discussion in a socialized recitation on such topics as the following:

a The forerunners of our flag — the British and colonial flags and their contributions to the present flag

b Important national legislation relating to the flag and its use

c Important state legislation relating to the flag and its use

d Changes in our national flag from 1776 to the present and the causes for these changes

e Our flag in poetry

f Our flag in song

g Our flag in story

h The relation of the good citizen to his flag — a flag code

i A study of flag salutes

Summarization of activities in a Flag Day assembly program

PROGRAM

1 Flag salute — Historic flags displayed beside present flag of the United States

2 Song — "America"

3 Report of a visit to the flag collection in the local museum

4 Explanation of the historic significance of the old flags displayed

5 Reports on the following topics:

a What a good citizen of the United States should know about his flag

b How a good citizen of the United States should treat his flag

c What a good citizen of the United States should be willing to do for his flag

6 Song — "Columbia, the Gem of the Ocean"

7 Flag drill

8 Essay — "The Flag and the School"

9 Song — "The Star Spangled Banner"

Selections for Flag Day

The American Flag. J. RODMAN DRAKE

Makers of the Flag. FRANKLIN K. LANE

The Flag. EDITH M. THOMAS

Follow the Flag. THEODORE MARBURG

Putting the Flag on the Firing Line. THEODORE ROOSEVELT

A Song for the Flag. DENIS A. MCCARTHY

The Flag. ARTHUR MACY

Flag of the Free. WALTER TAYLOR FIELD

Name of Old Glory. JAMES WHITCOMB RILEY

The Flag Goes By. HENRY HOLCOMB BENNETT

Star Spangled Banner. FRANCIS SCOTT KEY

A Toast to the Flag. JOHN DALY

God Save the Flag. OLIVER WENDELL HOLMES

The Flower of Liberty. OLIVER WENDELL HOLMES

A Song for Flag Day. WILBUR D. NESBIT

Suggested Music for Flag Day

America

The Star Spangled Banner

Columbia, the Gem of the Ocean

Speed Our Republic (Keller's American Hymn)

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Tappan, E. M. Little Book of the Flag. Houghton. 1917. $1.35; school edition 72c

Thruston, R. C. B. The Origin and Evolution of the United States Flag. Washington, D. C. Sup't of Documents. 1926. 25c

God Save the Flag!

Washed in the blood of the brave and the blooming,
Snatched from the altars of insolent foes,
Burning with star-fires, but never consuming,
Flash its broad ribbons of lily and rose.

Vainly the prophets of Baal would rend it,
Vainly his worshipers pray for its fall;
Thousands have died for it, millions defend it,
Emblem of justice and mercy to all:

Justice that reddens the sky with her terrors,
Mercy that comes with her white-handed train,
Soothing all passions, redeeming all errors,
Sheathing the sabre and breaking the chain.

Borne on the deluge of old usurpations,
Drifted our Ark o'er the desolate seas,
Bearing the rainbow of hope to the nations,
Torn from the storm-cloud and flung to the breeze!

God bless the flag and its loyal defenders,
While its broad folds o'er the battle-field wave,
Till the dim star-wreath rekindle its splendors,
Washed from its stains in the blood of the brave!

OLIVER WENDELL HOLMES

Federal Commission Issues George Washington Pledge

The United States George Washington Bicentennial Commission has issued a George Washington Bicentennial pledge for use during the year. It reads as follows, the words quoted being George Washington's:

As an American, I will follow the example of George Washington in upright living, integrity and in loyalty and service to my country. I will strive "never to say anything about a man that I have the slightest scruple of saying to him," and "never to forfeit my word, nor break my promise made to anyone." In heart and mind, in word and deed, I will keep faith with Washington.

A Song for Flag Day

Your flag and my flag!
And how it flies to-day
In your land and my land
And half a world away!
Rose-red and blood-red
The stripes forever gleam;
Snow-white and soul-white —
The good forefather's dream;
Sky-blue and true blue, with stars to gleam aright —
The gloried guidon of the day; a shelter through the night.

Your flag and my flag!
And, oh, how much it holds —
Your land and my land —
Secure within its folds!
Your heart and my heart
Beat quicker at the sight;
Sun-kissed and wind-tossed,
Red and blue and white.
The one flag — the great flag — the flag for me and you —
Glorified all else beside — the red and white and blue!

Your flag and my flag!
To every star and stripe
The drums beat as hearts beat
And fifers shrilly pipe!
Your flag and my flag —
A blessing in the sky;
Your hope and my hope —
It never hid a lie!
Home land and far land and half the world around,
Old glory hears our glad salute and ripples to the sound!

WILBUR D. NESBIT

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M. G. Osborne Named Assistant in Finance Division

Maurice G. Osborne has been appointed assistant in the Finance Division of the Department. Since October 1930 Mr Osborne has been an inspector in the Attendance Division of the Department. Before coming to the Department, he was principal of the Lyon Mountain High School for four years. Mr Osborne is a graduate of Union College and has taken postgraduate work in the State College for Teachers at Albany.

The Flag Goes By

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and to save the state:
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase.
Equal justice, right, and law,
Stately honor and reverend awe.

Sign of a nation, great and strong
To ward her people from foreign wrong.
Pride and glory and honor,— all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

HENRY HOLCOMB BENNETT

—o—

World Goodwill Day Is Observed May 18th

World Goodwill Day is observed in the schools each year on May 18th. The observance commemorates the first peace conference that took place at the Hague on May 18, 1899. It is sponsored by the World Federation of Education Associations. Information regarding the observance of the day may be obtained from the division of publications of the National Education Association, Washington, D. C.

In connection with the observance of the day, the quatrain written by Edwin Markham on his recent eightieth birthday is appropriate:

TO THE YOUTH OF THE LANDS
Oh youth of all the world, we are lifting hands
And crying our love cry to distant lands —
Over our heads one far flung Heaven bends!
Come — let us make the world a world of friends.

The Display and Use of the Flag

The following rules and cautions relating to the correct display and use of the flag of the United States as adopted by the National Flag Conference, are reprinted for the guidance of schools.

Rules for Correct Display of Flag

1 The flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be displayed on national and state holidays and on historic and special occasions. The flag should always be hoisted briskly and lowered slowly and ceremoniously.

2 When carried in a procession with another flag or flags, the flag of the United States should be either on the marching right, i. e., the flag's own right, or when there is a line of other flags the flag of the United States may be in front of the center of that line.

3 When displayed with another flag against a wall from crossed staffs, the flag of the United States should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.

4 When a number of flags are grouped and displayed from staffs, the flag of the United States should be in the center or at the highest point of the group.

5 When flags of states or cities or pennants of societies are flown on the same halyard with the flag of the United States, the national flag should always be at the peak. When flown from adjacent staffs the flag of the United States should be hoisted first. No flag or pennant should be placed above or to the right of the flag of the United States.

6 When flags of two or more nations are displayed they should be flown from separate staffs of the same height and the flags should be of approximately equal size. (International usage forbids the display of the flag of one nation above that of another nation in time of peace.)

7 When the flag is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of building, the union of the flag should go clear to the head of the staff unless the flag is at half mast.

8 When the flag of the United States is displayed in a manner other than by being flown from a staff it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, i. e., to the observer's left. When displayed in a window it should be displayed the same way, that is, with the union or blue field to the left of the observer in the street. When festoons, rosettes, or drapings of blue, white and red are desired, bunting should be used, but never the flag.

9 When displayed over the middle of the street, as between buildings, the flag of the United States should be suspended vertically with the union to the north in an east-and-west street or to the east in a north-and-south street.

10 When used on a speaker's platform, the flag should be displayed above and behind the speaker. It should never be used to cover the speaker's desk nor to drape over the front of the platform. If flown from a staff it should be on the speaker's right.

11 When used in unveiling a statue or monument, the flag should not be allowed to fall to the ground but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

12 When flown at half staff, the flag is hoisted to the peak for an instant, and then lowered to the half staff position, but before lowering the flag for the day it is raised again to the peak. By "half-staff" is meant hauling the flag down to one-half the distance between the top and bottom of the staff. If local conditions require, divergence from this position is permissible. On Memorial Day, May 30th, the flag is displayed at half staff from sunrise until noon and at full staff from noon until sunset, for the Nation lives and the flag is the symbol of the living Nation.

13 Flags flown from fixed staffs are placed at half staff to indicate mourning. When the flag is displayed on a small staff, as when carried in parade, mourning is indicated by attaching two streamers of black crêpe to the spear head, allowing the streamers to fall naturally. Crêpe is used on the flag staff only by order of the president.

14 When used to cover a casket the flag should be placed so that the union is at the head and over the left shoulder. The flag should not be lowered into the grave nor

(*Concluded on page 276*)

The University of the State of New York
Bulletin to the Schools

Issued semimonthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 5 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

MAY 16, 1932

Academic Credentials Show Marked Increase

A marked increase in the number of academic credentials issued by the Department during the past decade is reported by Dr Avery W. Skinner, Director of the Examinations and Inspections Division of the Department. This increase is a result of the amazing growth of secondary schools of New York State, to which attention was called in the April 15th number of the Bulletin to the Schools.

The accompanying table indicates that the number of academic diplomas issued by the Department has nearly doubled in the past ten years, that there has been a fourfold increase in the number of college entrance diplomas issued and that, especially in recent years, there has been a rapid increase in the number of commercial diplomas earned. The latter tendency is due in large part to the rapidly increasing number of pupils in the commercial departments of secondary schools who complete a four-year commercial course and to the greater flexibility of the requirements for the commercial diploma.

A new form of diploma established in 1928 certifies the completion of courses in technical high schools. This diploma is issued as a result of searching comprehensive examinations and is in some respects the most difficult one to earn since it tests accomplishment in a highly specialized field.

Doctor Skinner points out that the statistics do not in all respects give a true index of the growth of schools. After 1927 the issuance of advanced academic diplomas was discontinued and it is believed that if the Department had continued to issue these diplomas the total of all diplomas issued in 1931 would have been more nearly 27,000 than the 24,000 now reported. There is also a reduction from the possible number of diplomas because relatively few of the graduates of New York City high schools apply for any form of state certificate except the college entrance diploma, although the passing of Regents examinations in third and fourth year subjects is required in New York City as one of the conditions for graduation from its high schools.

The statistics relating to the college entrance diploma are particularly interesting because they indicate an increase in scholarship in New York State high schools. This diploma is the scholastic basis for the award of the University scholarships and must be earned with an average rating of 75 per cent in all subjects included in the diploma. While the number of such diplomas has increased fourfold in the past decade, the number of such certificates issued at ratings of 90 per cent or above upon which the University scholarships have been awarded have been increased much more rapidly.

The diploma measures a higher quality of scholarship than other forms of certification with the possible exception of the technical diploma, because it is earned almost entirely by the selected groups in the upper levels of the secondary schools who expect to continue their education in higher institutions and who have been planning to meet the entrance requirements of these institutions. The table on page 273 gives for a period of nine years the number and percentage of University scholarships based

Regents Credentials Issued, 1921–31

DIPLOMAS ISSUED	*1921*	*1922*	*1923*	*1924*	*1925*	*1926*	*1927*	*1928*	*1929*	*1930*	*1931*
Academic	6 277	6 979	6 431	6 738	8 045	8 151	8 972	8 007	8 579	9 763	11 087
Commercial	112	232	413	533	671	769	932	1 030	1 209	1 997	2 718
Vocational	43	50	49	75	69	165	176	218	252	306	372
Music	12	10	10	11	11	20	14	16	48	66	96
Art	....	.....	.....	1	1	5	9	16	22	48	67
Technical	....	.....	.....	.....	.....	.....	.....	31	96	131	141
College entrance	2 139	2 279	2 017	2 676	3 768	4 245	5 850	7 134	7 459	8 231	9 639
Total	8 583	9 550	8 920	10 034	12 565	13 355	15 953	16 452	17 665	20 542	24 120

upon honor diplomas issued at ratings of 90 per cent or above.

University scholarships based on college entrance diplomas issued at an average of 90 per cent or above

YEAR	NUMBER	PER CENT
1923	....	18.0
1924	314	41.8
1925	419	55.8
1926	512	68.2
1927	572	76.4
1928	581	77.4
1929	618	82.4
1930	626	83.5
1931	681	90.8

Commenting on these figures Doctor Skinner said:

This table should be a source of satisfaction to all interested in the maintenance of standards of secondary education throughout the State. The statistics are all the more impressive in view of the fact that the population of the high schools in the lower levels is no longer homogeneous. When a group of 750 pupils in each of nine years, however, shows a marked improvement in the quality of work that it has done over the group of the preceding year as measured by our examinations, there is hope that this increasingly higher level of attainment will influence the scholarship of other groups in our secondary schools. It should also be immediately reflected in the higher standards that this group is able to reach in college.

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History and Government Will Be Convocation Theme

The Board of Regents and the Commissioner of Education announce that the sixty-eighth Convocation of The University of the State of New York signalizing the Two Hundredth Anniversary of the Birth of George Washington will be held in Chancellors Hall in the State Education Building on Thursday and Friday, October 20 and 21, 1932. The opening session will be held on Thursday evening and two sessions will be held on Friday. The general theme of the Convocation will be "History and Government."

The State Association of Colleges and Universities will hold its usual annual meeting in connection with the Convocation. The two sessions of the state association meeting will be held on Thursday forenoon and afternoon, October 20th. The theme of the association meeting will be "New Movements in Higher Education."

Commissioner Writes Book on Educational Administration

The Macmillan Company has just published The Administration of American Education by Dr Frank Pierrepont Graves, President of The University of the State of New York and State Commissioner of Education. In this volume of 631 pages a comprehensive account of the modern school at work is given, beginning with the pupils and the classrooms and proceeding through a discussion of teachers and personnel problems, to administrative and supervisory officers, and concluding with a discussion of the divisions of administrative organization. The book indicates the changes that have been taking place in American education during the past 30 or 40 years. Viewing education as a means of preserving democratic society and of enabling all members of the community to cooperate effectively for the common good, Commissioner Graves sees in these changing procedures the gradual emergence of a philosophy of education in harmony with the general lines of activity now at work.

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Instructors of Blind Will Meet in New York

The biennial meeting of the American Association of Instructors of the Blind will be held June 27th to July 1st at the New York Institute for the Education of the Blind in New York City. The convention will bring together delegates from the United States and Canada. A special feature of the program will be the celebration of 100 years of progress in the education of the blind, the three pioneer schools, namely, the New York Institute, the Perkins Institution of Massachusetts and the Pennsylvania Institution at Overbrook, being responsible for the program. Among the speakers will be Dr William Oxley Thompson, president emeritus of Ohio State University.

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Harvey B. Heath Named Delaware Superintendent

Harvey B. Heath has been elected superintendent of schools of the first supervisory district of Delaware county to fill the vacancy caused by the death of Superintendent Charles F. Ferry. Mr Heath was formerly superintendent of schools of the first supervisory district of Broome county.

Farmingdale Institute of Agriculture Offers Practical Instruction

State Schools of Agriculture Offer Valuable Training

Superintendents, principals and teachers may give valuable guidance service to boys living on farms and pupils from villages and cities who have a definite leaning toward work in the open country by bringing to their attention the training facilities offered by the state schools of agriculture, according to Arthur K. Getman, Chief of the Agricultural Education Bureau of the Department.

The 1930 census showed that there were 51,070 boys between the ages of 14 and 20 years living on farms in New York State. Of this number, 24,719 were enrolled in the elementary or secondary schools and 26,351 were out of school and engaged in a farming occupation. It is recognized that many of the farm boys enrolled in school will ultimately find their places in occupations other than farming, but it is also certain that a large number will take up a farm calling because they have already served a valuable apprenticeship in such work. In addition the large majority of those out of school are looking toward a farm calling as their life work.

Declaring that the day has passed when the average young man may expect success in farming without special training, Mr Getman points out that for nearly two decades the State has recognized the value and need for such training by maintaining six state schools of agriculture located at Alfred, Canton, Cobleskill, Delhi, Farmingdale and Morrisville.

During the present year there are nearly 600 boys enrolled in farm training courses at the state schools. On the average they have had about two years of high school work and are slightly more than 18 years of age at entrance. Most of the boys in the up-state schools are farm-reared. During the past decade from 72 to 86 per cent of the graduates of these courses are found employed in farming or in an agricultural occupation.

The agricultural courses, which are two to three years in length, are designed to train young men in such activities as selecting, operating and repairing power equipment, balancing rations for live stock and poultry, controlling insect and disease enemies, selecting fertilizers, improving seed, planting, pruning, spraying the orchard, preparing produce for market and reorganizing the farm business. In addition emphasis is placed upon training young men to deal wisely with each other through student organizations, athletic contests and similar activities. Any boy 14 years of age or over who has completed the elementary school is eligible for admission. It is recommended, however, that boys complete at least one year of high school prior to entrance and that they be at least 16 years of age. Tuition is free to residents of New York State.

During the growing season, usually from April to October, boys are employed on farms and are placed under the apprenticeship of a successful farmer. During this period many of the young men earn and save sufficient money to pay their expenses at school during the October to April period. Living expenses at the schools are reduced to a minimum, usually ranging from $6 to $8 a week. The directors of the schools are glad to assist young men in securing employment at the schools or in the communities, so far as such work is available. The directors and the staff members will cooperate with any superintendent, principal and teacher in sending catalogs or in meeting students individually or in groups or in conferring with parents.

In commenting on the relationship of the state schools of agriculture to the public secondary schools, Mr Getman declared:

We urge local superintendents, principals and teachers to guide boys so that they may remain in the local school as long as possible. The state schools are not competing for enrolment with local high schools. It is an important part of the service of the state schools of agriculture to make known the training opportunities that the State has provided and to assist local officials in selecting students who are interested in and who may profit by systematic farm training. Through this service we have succeeded in recent years in reaching high-type young men for whom this vocational training provides a lifetime opportunity. The directors of these schools need and solicit the cooperation of local school officials in selecting such students.

Adirondack League Presents Series of One-Act Plays

The Adirondack League, which was organized about seven years ago to promote basketball, presented a series of one-act plays this spring in an attempt to emphasize some of the other activities carried on in the schools. Six of the seven schools in the league entered the exhibition but one was compelled to withdraw because of illness of the cast.

First award was made to the Masquers of the Lake George High School, the second award to the senior class of the Warrensburg High School and honorable mention to the sophomore class of the South Glens Falls High School. Others taking part were the Bolton Central School and the English club of the Hadley-Luzerne School. The dramatic club of Fort Ann was to have presented a play. The plays were given in the auditorium of the Bolton Central School.

A music festival with chorus singing and selections by the massed bands of the Lake George and Warrensburg high schools is to be presented on May 20th in the Lake George High School.

Lester C. Schuknecht, principal of the South Glens Falls public schools, is president of the Adirondack League and Philip Bonney, principal at Lake George, is secretary and treasurer.

The University of Buffalo Will Conduct Summer Session

The summer session of the University of Buffalo will open on July 5th and continue through August 13th.

The summer curriculum ranges from freshman courses up through graduate seminars, and includes courses necessary for the degrees of doctor of education, master of arts, master of education, bachelor of arts, bachelor of science in education, bachelor of science in business education, bachelor of science in business administration, the supervisors' certificate in public school music, the supervisors' certificate in art and the certificate in library science.

In method, character and credit value the work of the summer session is essentially equivalent to that of the regular year.

The tuition is $10 a semester hour of credit. Laboratory fees vary from $5 to $15 according to the science elected.

C. S. Marsh is director of the summer session.

The Display and Use of the Flag

(*Concluded from page 271*)

allowed to touch the ground. The casket should be carried foot first.

15 When the flag is displayed in the body of the church it should be from a staff placed on the congregation's right as they face the clergyman. The service flag, the state flag, or other flag should be at the left of the congregation. If in the chancel, or on the platform, the flag of the United States should be placed on the clergyman's right as he faces the congregation and other flags on his left.

16 When the flag is in such a condition that it is no longer a fitting emblem for display it should not be cast aside or used in any way that might be viewed as disrespectful to the national colors but should be destroyed as a whole, privately, preferably by burning or by some other method in harmony with the reverence and respect we owe to the emblem representing our country.

Cautions

1 Do not permit disrespect to be shown to the flag of the United States.

2 Do not dip the flag of the United States to any person or any thing. The regimental color, state flag, organization or institutional flag will render this honor.

3 Do not display the flag of the United States with the union down except as a signal of distress.

4 Do not place any other flag or pennant above or to the right of the flag of the United States.

5 Do not let the flag of the United States touch the ground or the floor, or trail in the water.

6 Do not place any object or emblem of any kind on or above the flag of the United States.

7 Do not use the flag as drapery in any form whatever. Use bunting of blue, white and red.

8 Do not fasten the flag in such manner as will permit it to be easily torn.

9 Do not drape the flag over the hood, top, sides or back of a vehicle, or of a railroad train or boat. When the flag is displayed on a motor car, the staff should be affixed firmly to the chassis or clamped to the radiator cap.

10 Do not display the flag on a float in a parade except from a staff.

11 Do not use the flag as a covering for a ceiling.

12 Do not carry the flag flat or horizontally, as in a parade, but always aloft and free.

13 Do not use the flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs or print it on paper napkins or boxes.

14 Do not put lettering of any kind upon the flag.

15 Do not use the flag in any form of advertising nor fasten an advertising sign to a pole from which the flag of the United States is flying.

16 Do not display, use or store the flag in such a manner as will permit it to be easily soiled or damaged.

Radio Broadcasts

Speakers on the program of radio talks by representatives of state departments on Thursdays at 2.45 daylight-saving time from station WGY at Schenectady follow:

May 27th, Leo G. Palmer, warden, Walkill Prison

June 2d, Helen Cobb, assistant secretary, Department of Mental Hygiene

Building Plans Approved

Plans approved by the School Buildings and Grounds Division of the Department include the following:

King Ferry, new grade and high school, $170,000; approved April 25th

Solvay, addition to junior-senior high school, $35,000; approved April 25th

Calendar of Educational Meetings

Teachers' conferences: third district of Cayuga county, Aurelius, May 23d; second district of Broome county, Binghamton, May 27th; first district of Saratoga county, Mechanicville, May 27th; fifth district of Oswego county, Hannibal, May 27th; seventh district of Steuben county, Wayne, June 6th, Wheeler, June 10th, Prattsburg, June 13th; second district of Montgomery county, Amsterdam, September 16th

Relief Gardens Proposed for Unemployed

A new plan to relieve the unemployed in the State has been initiated by the Temporary Emergency Relief Administration. The project is to place many unemployed families, perhaps 50,000, at work on summer gardens producing food for themselves and their families.

At present there are more than 140,000 families being cared for through the state relief system by the public welfare departments of the cities and the counties. The heads of these families could not be placed on work relief projects because of the limitations of funds for that purpose. Garden projects will give these men and women work and at the same time allow them to raise foods for their own needs. The yield of the spirit to these men and women is as important as the yield of the earth. They need work for their morale.

The development of this statewide garden plan requires local cooperation and local effort. Harry L. Hopkins, chairman of the Temporary Emergency Relief Administration, has written to mayors, county boards of supervisors, commissioners of public welfare and work bureau chairmen saying that the State will pay for 40 per cent of the seeds required, and that the State will also approve as work relief projects the plowing and fitting of the land. It has not been anticipated that there will be difficulty in acquiring vacant land for the purpose of these "relief gardens."

About 25 districts have already begun their "relief garden" projects and tackled the problem with enthusiasm. The New York State College of Agriculture at Cornell University has provided two experts on garden planning and made them available to any district that applies for them. The State Department of Agriculture and Markets has also offered its cooperation.

On the whole it has been decided that individual plots for families are the most satisfactory plan. A "good garden" of 5000 square feet, it has been estimated by the State College of Agriculture, can produce adequate food for a family of four. The surplus of the gardens is to be canned for the use of the unemployed families, wherever it is possible. The "relief gardens" will produce food only for those unemployed families who cultivate them, and they are not to compete with truck gardening.

Fordham Student Wins Washington Oratorical Contest

Fourteen colleges and universities sent representative orators to New York City on March 5, 1932, to compete in an elimination contest conducted by the New York State George Washington Bicentennial Commission to select an orator to represent the State of New York in a national contest to be conducted by the United States George Washington Bicentennial Commission.

The state winner was Martin J. Tracey of Fordham University, New York City, who chose for the subject of his oration "The Spirit of Washington."

The winner of the second prize was Abraham S. Guterman of Yeshiva College, New York City, whose subject was "Washington, Exemplar of American Ideals."

Mary Gleason of D'Youville College, Buffalo, took third honors with an oration on "Washington's Understanding of Men."

A gold medal was awarded to the winner, a silver medal to the second and a bronze medal to the third contestant. The national commission has given a silver medal to the student taking first prize, a bronze medal to the student taking second place and a certificate of merit to the student taking third place.

Mr Tracey will also receive a free trip to Washington and Mount Vernon in July. There will also be on this trip the 18 winners of first and second place in each of the nine judicial districts in the high school essay contest conducted by the State Commission.

The party will leave New York City on July 6th for Washington and will return on July 8th.

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Two new school buildings in New York City were opened on May 2d. They are Public School 76, the Bronx, with a capacity of 1594, and Public School 229, Brooklyn, with a capacity of 974.

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Pupils of the Fourth Avenue Grammar School in Bay Shore issue a printed school paper known as The Record. This is edited by the 8A literary clubs.

Walton Schools Present Bicentennial Music Festival

The spring music festival presented by a chorus of 900 pupils in Walton public schools and the glee club and orchestra of the Walton High School on May 12th was a Washington Bicentennial program consisting of 15 numbers known by Washington. Some of them were favorites with him and others he heard at the many public affairs that he attended. The program was directed by H. Francis Miles. The program follows:

Washington's March (1784 or earlier) - *Hopkinson*

HIGH SCHOOL ORCHESTRA

Played at a public celebration in Philadelphia on May 1, 1784.

Minuet (18th Century) - - - - *Mozart*

The Liberty Song (1768) - - - - *Boyce*

HIGH SCHOOL GLEE CLUB AND CHORUS

The first American patriotic song published, and probably the first separately printed piece of music printed in the Colonies. Written in the troubled year of 1768, it was widely printed and sung north and south in the Colonies.

Yankee Doodle (1776) - - - - *Traditional*

The most typical air of the Continentals. First sung in their derision, it was soon appropriated by them, and when Burgoyne surrendered at Saratoga, he did so with Yankee Doodle ringing in his ears.

My Days Have Been So Wondrous Free (1759) - - - - - - - - - *Hopkinson*

GEORGE HUNTINGTON

With this number the history of the art-song in America begins.

Chester (1778) - - - - - - - - *Billings*

ENSEMBLE CHORUS

No song of patriotism was more sung during the Revolution than this. Sung by tired and discouraged Continentals around their campfires night after night, and played by fifers from Vermont to South Carolina it became the most popular song of the Revolution.

Washington's March at Battle of Trenton (1789) - - - - - - - - - *Traditional*

HIGH SCHOOL ORCHESTRA

English Country Dance - *Air — 18th Century*

Welcome Mighty Chief (Trenton's Tribute to Washington) - - - - - - - *Handel*

HIGH SCHOOL GLEE CLUB AND GIRLS' OCTETTE

Sung as George Washington passed under the triumphal arch at Trenton, April 21, 1789, while on his way to New York for his inauguration.

Hail Thou Auspicious Day (1789) - - *Carey*

ENSEMBLE CHORUS

When Washington arrived at the Battery from Elizabeth Point, New Jersey, having been met there by a committee of Congress and distinguished citizens, and rowed to New York, he was greeted with this song of welcome.

The President's March (1789) - - - *Phile*

HIGH SCHOOL ORCHESTRA

Played at Trenton Bridge when Washington passed over it on his way to New York for his inauguration.

Hail Columbia! (1798) - - - - - - *Phile*

HIGH SCHOOL GLEE CLUB AND CHORUS

Written in 1798, when, because of acts of hostility, war with France seemed inevitable, this song was expressive of the American spirit and patriotism.

Enraptured I Gaze (1788) - - - *Hopkinson*

GEORGE HUNTINGTON

One of a set of seven songs dedicated by the composer to his friend, George Washington. The original is in the Boston Public Library.

The Glorious Name of Washington - - - *English Air of 17th Century*

HIGH SCHOOL GLEE CLUB AND ENSEMBLE CHORUS

Norah, Dear Norah (1783) - - - - *Shield*

GEORGE HUNTINGTON

From one of the many English operas of Washington's day — "The Poor Soldier."

The Way-Worn Traveller (The Mountaineers, 1793) - - - - - - - - - *Arnold*

THE HIGH SCHOOL OCTETTE

This is one of the songs that Nellie Custis used to play for Washington on the beautiful harpsichord he gave her. It was the popular air from the opera "The Mountaineers."

(a) Adams and Liberty - - - - - *Smith*

HIGH SCHOOL GLEE CLUB

(b) Star Spangled Banner - - - - *Smith*

ENSEMBLE CHORUS

The Star Spangled Banner, as we now sing it, is the result of the attrition of 150 years rounding off the corners of the more angular original, "Adams and Liberty."

Office of Education Offers Aids to Advisers

Aids for advisers of high school pupils published by the United States Office of Education include the following:

Scholarships and Fellowships, Bulletin 1931, no. 15, 30 cents. A guide to 34,103 scholarships available in 402 United States colleges and universities.

Self-Help for College Students, Bulletin 1929, no. 2, 25 cents. Information on cost of going to college; methods by which students earn their way.

Accredited Higher Institutions, Bulletin 1930, no. 19, 30 cents.

Orders should be addressed to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Current Books on Education

Compiled by Martha L. Phelps of the State Library

Baker, F. M. The teaching of French. Boston. Houghton. 1931. $2

There has been no American handbook specifically for French until this volume. With years of experience in high school language teaching, the author writes as one cognizant not only of the recent literature which reports scientifically controlled investigations but also of the older literature of opinion and observation which was generally current before the completion of the Modern Foreign Language Study. Beginning, as all discussions of foreign language teaching must begin, with a discussion of values and objectives in which she draws heavily on the recent modern language study, the book proceeds to discuss textbook selection, lesson planning and assignments and gives specific suggestions for teaching the various skills: pronunciation, speaking, aural comprehension, composition, translation, silent reading, dictation and cultural material.

Sane in claims and proposals and sound in the facts of experience and experimentation, it will prove to be of outstanding value to teachers of French.

Davis, Helen I. Practical English projects for the high school. N. Y. Pitman. 1931. $1.75

Belief that learning through doing helps to achieve the objectives of education by arousing lively interest and by quickening responses led the author in her work in three widely different New York City high schools to experiment with the project method in teaching the work prescribed for her classes. In this compact but richly suggestive volume ten typical projects are presented in detail in English which demonstrate the possibility of liberalizing classroom procedure even when the teaching load is heavy and the equipment limited. In place of the vague discussion of aims and methods frequently found in professional literature, one finds here a clear and full explanation of how these cooperative enterprises were initiated and carried out. Both the teacher of experience looking for suggestions and for ways of revitalizing her work and the beginner seeking effective methods of arousing and directing worth while activity, will find much that is practically helpful in this book.

Draper, E. M. & Roberts, A. C. Principles of American secondary education. N. Y. Century. 1932. $2.25

Periodically come waves of productivity of literature on different phases of education. Just now secondary school principles seems to be the recipient of special attention. While following the general scope of previous treatises in the field this book draws special attention to some administrative problems in detail not usual in previous contributions; namely, such topics as faculty, measurements, statistics, grounds, buildings and equipment etc. Well written, up-to-date in data used, it provides a very good overview of secondary education of a survey type that will prove a useful addition to existing literature.

Hillegas, M. B. The elements of classroom supervision. N. Y. Laidlaw. 1931. $1.76

An attempt to present the essential features of suitable classroom organization, simply written and presenting a wholesome point of view. In it the methods that supervisors should employ are described and applied.

The contents were derived from a study of the problems involved in supervision and from experiences in applying methods of supervision first in a state school system and later in university classes in supervision.

Kilzer, L. R. Supervised study. N. Y. Professional and Technical Press. 1931. $3.25

A complete review and critical appraisal of supervised study that includes suggested plans for introducing and administering it most effectively. Supplies a selected body of references and sources of material and results of experiments, demonstrations and tests by leaders in this work.

Kitson, H. D. I find my vocation. N. Y. McGraw-Hill. 1931. $1.40

The teaching of courses on occupations and occupational selection has long tried the ingenuity of educators. Methodology has been uncertain and textbooks in turn have suffered by virtue of this very uncertainty. In fact, the administration of occupational courses has thus far been fraught with the customary confusion of curriculum pioneering where emphasis so often falls heavily on course content to the detriment of teaching technic. Happily, the question of teaching methods in occupational courses has recently begun to crystallize into lucid proposals that represent some unity of functional aim.

Basing his aims on the recommendations made by the Committee on Vocational Guidance of the 1930 White House Conference, Doctor Kitson has made a job analysis of the task of choosing a vocation. This analysis, embodied in a textbook for a high school course on choosing a vocation, stresses the development of habits of thought and action toward occupational problems rather than mere factual knowledge. The book is not a source book of vocational information.

Murchison, Carl, *ed.* A handbook of child psychology. Worcester, Mass. Clark University Press. 1931. $6

The entire field of child psychology is treated in a single volume by an imposing group of experts and specialists in various parts of that field. It is written for those already acquainted with psychology. Each of the 22 chapters by an equal number of authorities is followed by a comprehensive bibliography.

Whitney, F. L. Methods in educational research. N. Y. Appleton. 1931. $2.25

Based on seven years' experience with graduate students in a research seminar where each undertook a definite educational study. The main objectives of the course have been "to develop a conception of the scientific method in the field of education, to aid the beginner in educational research to attain some skill in gathering, classifying and interpreting objective material, and to insure to a reasonable degree an effective expenditure of the beginner's time, energy and funds in the carrying forward of his research project."

Likely to be of use to any student of education in classroom or in office who wishes to study his problems concretely. May also be put into the hands of study groups and committees in public school systems with a view to an investigation of crucial situations which need checking and reorganization. To them it will serve as a guide in methods of reflective thought as applied to a discovery of needs and a decision on remedial measure.

White House Conference on Child Health and Protection. Abstracts and addresses of committee reports edited by Katherine Glover and Winifred Moses. N. Y. Century. 1931. $2

Presents addresses and digests of reports of the main sections of the conference on medical service, public health service, education and training the handicapped. Embodies the children's charter, which establishes main objectives for activities dealing with care and protection of children. It summarizes a great amount of valuable information and sound advice on a vital question by experts, prefacing a series of detailed volumes.

The Henderson Central School

Henderson Central School Is Dedicated

The Henderson Central School was formally dedicated on April 13th. Speakers at the dedication included Burton H. Belknap, assistant in the Rural Education Bureau of the Department; Charles M. Pierce, superintendent of schools of the first supervisory district of Jefferson county; and Mayor John B. Harris of Watertown.

The new school was constructed at a cost of $130,000 and offers modern facilities to the pupils of nine districts, who are transported to and from the school in busses. In addition to classrooms, the building contains an auditorium and gymnasium, science laboratories, a home economics department and an agricultural department.

A164m-My32-14,000(10179)

UNIVERSITY OF THE STATE OF NEW YORK PRESS